DOCUMENT RESUME

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ABSTRACT

This document consists of 12 separate folders each listing a set of job competencies for a specific occupation or function area (e.g. television, wood construction) that is the subject of vocational and technical education courses at the middle and high school level in the Seattle (Washington) Public Schools Vocational/Technical Education Department. The job competencies listed should be acquired during the courses. The checklists rate the job skills on three levels: level one (performed independently), level two (can complete job with limited supervision), and level three (general information provided). Space is also provided for student name, school, date, semesters completed, and related job site and work experience information. Job competency profiles for the following programs are included: (1) Applied Mathematics; (2) Automotive Technology, (3) Wood Construction; (4) Computer Applications I and II; (5) Information Processing I and II; (6) Children and Parenting; (7) Middle School Technology Education; (8) Food Education and Service Training; (9) Drafting; (10) Television; (11) Radio; and (12) Horticulture. (KC)

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ED 407 492

SPECIFIC JOB COMPETENCIES

Seattle Public Schools
Vocational/Technical Education Department

U.S. DEPARTMENT OF EDUCATION
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Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Applied Mathematics

Student Name _____

School _____

Date _____

Semesters Completed

	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

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STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

---

1 2 3

FIRST SEMESTER

COMMUNICATION SKILLS

Communicate Effectively

1. Communicate person-to-person
2. Communicate in groups

BASIC MATH SKILLS

Learn to use a calculator

1. Enter numbers, fractions, and decimals into a calculator and read the output displayed
2. Use the parentheses keys on a calculator
3. Add, subtract, multiply, and divide fractions with a calculator
4. Add, subtract, multiply, and divide mixed numbers with a calculator
5. Add, subtract, multiply, and divide decimals with a calculator

Name Numbers in a Different Way

1. Change percents to decimals
2. Change decimals to percents
3. Use a calculator to change fractions to decimals
4. Change decimals from your calculator to fractions
5. Solve problems that contain information in the form of fractions, decimals, and percents

Find Answers with a Calculator

1. Read the problem and begin to understand the situation
2. Figure out what the problem is asking you to find
3. Decide what math operations (+, -, x, ÷) to do as you solve a problem
4. Use a calculator to work problems that have more than one step

Learn Problem-Solving Techniques

1. Read a problem and decide what is given and what is to be found
2. Develop a plan for solving the problem
3. Carry out your plan to solve the problem
4. Check the answer and decide if it's reasonable

Estimate Answers

1. Make rough estimates
2. Round and truncate whole numbers to a given number of digits
3. Round and truncate decimal numbers to a given number of digits
4. Estimate answers to problems that involve several steps
5. Check the answers to problems to make sure they are reasonable

Measure in English and Metric Units

1. Use the common measurement units for length, area, volume, capacity, and weight in the English system
2. Use the common measurement units for length, area, volume, capacity, and weight in the metric system
3. Convert measurement units from one form to another and carry out calculations that involve various measurement units
4. Read measurements taken with common measuring tools. Use tools to measure quantities and solve problems that involve these measurements

Use Graphs, Charts, and Tables

1. Read tables
2. Read and draw bar graphs
3. Read circle graphs
4. Read and draw line graphs
5. Interpolate readings on a graph
6. Extend a line graph so you can estimate more values

1 2 3

SECOND SEMESTER

COMMUNICATION SKILLS

Communicate Effectively

1. Communicate person-to-person
2. Communicate in groups

BASIC MATH SKILLS

Deal with Data

1. Recognize a problem that needs more data and find a source for that data
2. Collect the data you need to solve a problem
3. Organize the data to help you solve the problem
4. Interpret or use the data so you can solve the problem

GEOMETRY SKILLS

Work with Lines and Angles

1. Name the different parts of lines, angles, and circles
2. Recognize parallel and perpendicular lines
3. Draw lines, angles, and circles
4. Draw lines and angles to produce parallel and perpendicular lines
5. Use geometric figures to solve work-related problems

Work with Shapes in Two Dimensions

1. Identify common figures (such as rectangles, squares, triangles, parallelograms, trapezoids, and circles) within objects
2. Calculate the perimeter and areas of circles
3. Solve work-related problems that involve common figures

1 2 3

BASIC ALGEBRA SKILLS

Use Ratios and Proportions

1. Read and interpret ratios
2. Compare ratios
3. Recognize and write proportions from given information
4. Distinguish between direct and indirect relationships
5. Solve proportions in practical, work-related problems

Work with Scaled Drawings

1. Read and use the scale of a drawing
2. Find distances and directions on land maps
3. Make simple scale drawings

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1 2 3

THIRD SEMESTER

COMMUNICATION SKILLS

Communicate Effectively

- ☐☐☐ 1. Communicate person-to-person
- ☐☐☐ 2. Communicate in groups

HIGHER ALGEBRA SKILLS

Use Signed Numbers and Vectors

- ☐☐☐ 1. Identify signed numbers
- ☐☐☐ 2. Find the absolute value of signed numbers
- ☐☐☐ 3. Combine signed numbers
- ☐☐☐ 4. Find the magnitude and direction of a vector
- ☐☐☐ 5. Solve problems using signed numbers and vectors

Use Scientific Notation

- ☐☐☐ 1. Write large and small numbers in power-of-ten notation
- ☐☐☐ 2. Read and write numbers in scientific notation
- ☐☐☐ 3. Enter numbers written in scientific notation into a calculator and read answers in scientific notation displayed by a calculator

Work with Precision, Accuracy and Tolerance

- ☐☐☐ 1. Distinguish between counting and measuring, and between precision and accuracy
- ☐☐☐ 2. Read and write measurements to show precision and tolerance
- ☐☐☐ 3. Compare measurements to specified tolerances
- ☐☐☐ 4. Use significant digits to indicate the accuracy of a measurement
- ☐☐☐ 5. Calculate measurements and round the results

Solve Problems with Powers and Roots

- ☐☐☐ 1. Read and write numbers expressed as powers
- ☐☐☐ 2. Estimate the values of numbers written as powers
- ☐☐☐ 3. Read and write numbers expressed as roots
- ☐☐☐ 4. Find powers and roots of numbers using a calculator
- ☐☐☐ 5. Calculate measurements and round the results

1 2 3

Use Formulas to Solve Problems

- ☐☐☐ 1. Read and write a formula
- ☐☐☐ 2. Rearrange the parts of a formula to fit your problem
- ☐☐☐ 3. Substitute values into the formula and find an answer
- ☐☐☐ 4. Use your calculator as you solve problems with formulas

Solve Problems that Involve Linear Equations

- ☐☐☐ 1. Translate a problem into an equation
- ☐☐☐ 2. Recognize and work with the parts of an equation
- ☐☐☐ 3. Simplify and solve an equation
- ☐☐☐ 4. Check the solutions of the equations and the problem

1 2 3

FOURTH SEMESTER

COMMUNICATION SKILLS

Communicate Effectively

- ☐☐☐ 1. Communicate person-to-person
- ☐☐☐ 2. Communicate in groups

HIGHER ALGEBRA SKILLS

Graph Data

- ☐☐☐ 1. Graph data as points on a coordinate system
- ☐☐☐ 2. Graph an equation
- ☐☐☐ 3. Find the slope of a graphed line
- ☐☐☐ 4. Find the intercepts of a graphed line

Solve Problems that Involve Nonlinear Equations

- ☐☐☐ 1. Recognize some nonlinear equations (involving square roots, squares, and reciprocals of the variable) and become familiar with their graphs
- ☐☐☐ 2. Solve a nonlinear equation, draw its graph and check the work
- ☐☐☐ 3. Find pairs of values for a nonlinear formula in a stated problem, graph the formula, and read values from the graph

QUALITY CONTROL SKILLS

Work with Statistics

- ☐☐☐ 1. Distinguish between mean, mode and median as measures of central tendency
- ☐☐☐ 2. Calculate the mean, mode and median for a set of data
- ☐☐☐ 3. Draw a histogram to represent frequency distributions of data
- ☐☐☐ 4. Distinguish between range, trend, and standard deviation as measures of variability
- ☐☐☐ 5. Interpret the characteristics of a normal curve
- ☐☐☐ 6. Calculate the range and standard deviation to describe a set of data

1 2 3

Work with Probabilities

- ☐☐☐ 1. Find the probability of some simple events
- ☐☐☐ 2. Count the numbers of ways an event can happen
- ☐☐☐ 3. Draw diagrams and charts to help find probability
- ☐☐☐ 4. Use your calculator to find probabilities

TRIGONOMETRY SKILLS

Use Right-Triangle Relationships

- ☐☐☐ 1. Name the parts of a right triangle
- ☐☐☐ 2. Use the Pythagorean formula to find a side of a right triangle
- ☐☐☐ 3. Use the characteristics of 3:4:5, 45 - 45, and 30 - 60 right triangles to solve practical problems
- ☐☐☐ 4. Use the ratios for sine, cosine, and tangent of an angle to solve problems that involve triangles
- ☐☐☐ 5. Use the calculator to solve problems that involve right triangles

Use Trigonometric Functions

- ☐☐☐ 1. Use the calculator to find sine and cosine values
- ☐☐☐ 2. Draw a graph of sine and cosine waves
- ☐☐☐ 3. Find the amplitude, wavelength period, and frequency of sine waves
- ☐☐☐ 4. Find the phase shift between two sine waves

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Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Applied Mathematics

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

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SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

Major Competency Areas

1 2 3

FIRST SEMESTER
- ☐☐☐ *A. Communication Skills*
- ☐☐☐ *B. Basic Math Skills*

SECOND SEMESTER
- ☐☐☐ *A. Communication Skills*
- ☐☐☐ *B. Basic Math Skills*
- ☐☐☐ *C. Geometry Skills*
- ☐☐☐ *D. Basic Algebra Skills*

THIRD SEMESTER
- ☐☐☐ *A. Communication Skills*
- ☐☐☐ *B. Higher Algebra Skills*

FOURTH SEMESTER
- ☐☐☐ *A. Communication Skills*
- ☐☐☐ *B. Higher Algebra Skills*
- ☐☐☐ *C. Quality Control Skills*
- ☐☐☐ *D. Trigonometry Skills*

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Vocational/Technical Education in partnership with the Seattle Community Colleges and the Seattle business, labor, and government community. Produced under federal dissemination grant #V248A20032 from the U. S. Department of Education.

Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Automotive Technology

Student's Name _____

School _____

Date _____

Semesters Completed			
		FALL	SPRING
Grade	9		
Grade	10		
Grade	11		
Grade	12		

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RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

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STUDENT COMPETENCY ACHIEVEMENT

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SKILL LEVEL 3 Has performed independently; may need additional training

1 2 3

A. Orientation
1. Personal Information - Fill out profile
2. Record Keeping - Keeping daily log current
3. Classroom Standards - Read discuss safety rules signs
4. Housekeeping - participate in lecture and demonstration
5. _____
6. _____

B. Safety
1. Permission Slip - Return completed form
2. Eye - Know protection and care
3. Lifting - Know procedures and techniques, describe proper use of leg and back lifting
4. Hoisting - Describe and demonstrate proper use and set up
5. Compressed Air - Participate in proper use and safety seminar
6. Liquids - Describe proper handling of hazardous liquids
7. Hazardous Materials
   a. Describe proper disposal methods
   b. Explain DSMS sheet purpose and location
8. Clothing - Proper shop attire
9. Horseplay - Be aware of dangers and consequences
10. Fire - Know location of exits and fire types
11. Accident Report - Practice filling in school form
12. _____
13. _____

C. Hand Tools
1. Wrenches Combo - Identify describe proper use of
2. Sockets Sets - Identify describe proper use of
3. Pliers - Identify describe proper use of
4. Screwdrivers - Identify describe proper use of
5. _____
6. _____

D. Power Tools - Describe and identify and demonstrate proper usage of tools
1. Electric
   a. Drill
   b. Hand grinder/buffer
   c. Drop lights
2. Pneumatic - Describe and identify and demonstrate proper usage of tools
   a. Impact ratchets
   b. Ratchets
   c. Chisels
3. Hydraulic - Describe and identify and demonstrate proper usage of tools
   a. Press
   b. Jacks
   c. Portapower
4. _____
5. _____

1 2 3

E. Welding - Demonstrate safety, set-up and usage
1. Arc Stick - Perform welding operations
2. MIG - Perform welding operations
3. Oxy acetylene/cutting according to pull sheet
   a. Cutting
   b. Fusion
   c. Brazing
4. _____
5. _____

F. Soldering - Choose, perform and demonstrate proper usage
1. Rosin Core
2. Acid Core
3. Electric
4. Propane
5. _____
6. _____

G. Chassis Maintenance
1. Perform operations necessary as per pull sheet
2. Check for:
   a. Purchase
   b Trip
   c. Winter
   d. Summer
3. _____
4. _____

H. Tune Up - Perform demonstrate discuss operations as necessary as per pull sheet
1. Inspect Parts
2. Obtain Parts
3. Compression Test
4. Replace Parts
5. Adjust Systems
6. _____
7. _____

I. Basic Shop Skills
1. Remove Broken Bolts
2. Center Punch/Drill/Tap Hole
3. Hacksaw usage - Scribe and cut a straight line
4. Screwdriver Usage - Select proper size and type for given screw
5. Test Light - Demonstrate test continuity
6. Hoist Proficiency - Safely raise and lower car
7. Battery Charge/Jump Start - Demonstrate safe cable connections
8. _____
9. _____

1 2 3

J. Brakes
1. Inspect/Visual - Complete Visual Exam
   a. Rotors - Test for runout
   b. Pads - Check for thickness
   c. Drum - Check for diameter - exam surface condition
   d. Shoes - Check for thickness and visually inspection
   e. Hoses Lines - Perform visual inspection
   f. Master Cyl - Inspect fluid level
   g. Leaks - Exam all lines, hoses, and cylinders
2. Pedal Tests
   a.Travel - Measure pedal travel - measure distance from floor to pedal
   b. Pedal feel quality
   c. Sink - Test
3. _____
4. _____

K. Suspension
1. Inspection and evaluate components
2. Service - Lube if necessary or possible
   a. Wheel Bearings - Remove inspect repack reinstall
   b. Tires - Remove inspect dismount mount balance torque wheel nuts
3. Alignment - Set caster camber toe - Visually inspect components for wear or damage
4. Evaluate tire wear patterns
5. _____

L. Drive Train
1. Clutch
   a. Adjust clutch linkage free travel
   b. Remove clutch assembly
   c. Inspect clutch assembly
   d. Check clutch housing alignment
   e. Replace clutch assembly
   f. Measure released disc air gap
   g. _____
2. Standard Transmission
   a. Remove and replace a standard transmission
   b. Disassemble, inspect, and reassemble a standard shift transmission
   c. _____
   d. _____
3. Drive Lines
   a. Remove and replace a propeller shaft
   b. Remove and replace a cross and roller U-joint
   c. Remove and replace a front-drive CV joint
   d. Balance a propeller shaft
   e. Check and adjust U-joint angles
   f. Phase two piece drive line
   g. _____

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1 2 3

L. Drive Train (Continued)

4. Rear Axle Drive
   - a. Measure backlash between ring gear and drive pinion
   - b. Replace drive pinion seal
   - c. Replace ball bearing type axle shaft bearing and seal
   - d. Remove and replace rear axle housing assembly
   - e. Disassemble, inspect, reassemble, and adjust an integral carrier rear axle
   - f. Remove and replace a C-clip axle
   - g. _____
   - h. _____
5. Front Wheel Drive
   - a. Remove and replace a CV joint
   - b. Replace a boot seal
   - c. Remove and replace a front hub and bearing
   - d. Tighten a hub nut
   - e. _____
   - f. _____
6. Automatic Tranamission Service
   - a. Analyze fluid condition
   - b. Replace an extension housing bushing and seal
   - c. Change filter
   - d. Adjust linkages
   - e. Adjust bands
   - f. _____
   - g. _____

M. Electrical System

1. Basic Elecrical Theory
   - a. Calculate voltage using ohm's law
   - b. Calculate current flow in amperes using ohm's law
   - c. Calculate resistance using ohm's law
   - d. Construct a series circuit
   - e. Construct a parallel circuit
   - f. Measure voltage drop
   - g. _____
2. Battery Service
   - a. Clean and service battery
   - b. Remove and replace a battery
   - c. Measure battery electrolyte with hydrometer
   - d. Load test a battery
   - e. Charge test a battery for three minutes
   - f. Test battery for surface discharge with a voltmeter starting system
   - g. Test and replace terminal clamps
   - h. _____
3. Starting System
   - a. Test starter current draw
   - b. Test starter circuit cranking voltage
   - c. Test starter control circuit voltage drop
   - d. Remove and replace a starter
   - e. Disassemble and reassemble a gear reduction starter
   - f. Test connection voltage drop
   - g. _____
4. Ignition System
   - a. Check and set ignition timing
   - b. Remove and replace a distributor
   - c. Remove and replace contact points and condenser
   - d. Adjust dwell on an externally adjustable distributor
4. Ignition System (Continued)
   - e. Test and adjust distributor on distributor tester
   - f. Remove, inspect, service, and replace spark plugs
   - g. Clean and inspect a distributor cap
   - h. Clean and test a coil
   - i. Clean and test secondary wires
   - j. Test mechanical advance
   - k. Test vacuum advance
   - l. _____

1 2 3

5. Charging System
   - a. Remove and replace an alternator
   - b. Disassemble, check and reassemble an alternator
   - c. Test charging circuit voltage
   - d. Test maximum current output of an alternator
   - f. Test output pattern with)-scope
   - g. _____
6. Chassis Wiring
   - a. Read a wiring diagram
   - b. Troubleshoot an electrical circuit
   - c. Install a soldered terminal
   - d. Install a solderless terminal
   - e. Splice a wire (solder method)
   - f. Splice a wire (solderless method)
   - g. Remove and replace a bulb
   - h. Align headlights
   - i. Remove and replace a sealed beam
   - j. Remove and replace a headlight switch
   - k. Remove and replace a power window motor
   - l. Test circuit with voltmeter
   - m. Test electrical motor current draw
   - n. Measure voltage loss
   - o. _____

N Engine Rebuilding

1. Engine Condition Evaluation
   - a. Perform a vacuum test
   - b. Test engine compression
   - c. Perform cylinder leakage test
   - d. Check for external fluid leakage
   - e. _____
   - f. _____
2. Engine Removal
   - a. Remove an engine with an automatic transmission
   - b. Remove engine with a standard transmission
   - c. _____
   - d. _____
3. Engine Disassembly
   - a. Clean outside of engine
   - b. Disassemble engine
   - c. Bag and label parts
   - d. _____
4. Valve Train and Cylinder Head Reconditioning
   - a. Inspect timing gears and measure timing chain for stretch and camshaft end play
   - b. Inspect camshaft
   - c. Clean and inspect hydraulic lifters
   - d. Disassemble, clean and inspect a cylinder head assembly
   - e. Recondition cylinder head
   - f. _____
   - g. _____
5. Engine Crankshaft, Bearings, and Oil Pump
   - a. Check main bearing bore alignment
   - b. Measure and inspect a crankshaft
   - c. Fit a crankshaft bearing with a plastigauge
   - d. Install a rear main bearing seal (crankshaft removal)
   - e. Disassemble, clean, and inspect oil pump
   - f. _____
   - g. _____
6. Cylinder and Piston Reconditioning
   - a. Remove piston ring ridge from cylinder
   - b. Measure a cylinder for taper, wear, and out-of-round
   - c. Hone a cylinder with a glaze breaker hone
   - d. Clean the cylinder head surface and check for warpage
   - e. Remove and replace a cylinder block core plug
   - f. _____
   - g. _____

1 2 3

7. Engine Reassembly
   - a. Install camshaft and bearings
   - b. Install crankshaft, bearings, timing gears and timing cover
   - c. Install pistons and connecting rod assemblies
   - d. Install oil pump, pickup screen, and oil pan
   - e. Install cylinder head, intake manifold, and exhaust manifold
   - f. Install engine accessory components
   - g. _____
   - h. _____
8. Engine Installation
   - a. Install engine with automatic tranamission
   - b. Install engine with standard tranamission
   - c. Adjust and start newly installed engine
   - d. Perform proper break-in and test procedures
   - e. _____
   - f. _____

O. Accessories

1. Air Conditioning
   - a. Clutch Operation - Exam and Inspect
   - b. Belts
   - c. Inspect condenser
   - d. Fuse switch operation vacuum doors inspect test for operation
   - e. Sight glass inspection
   - f. Test for leaks
2. Heater
   - a. Pressure test a heater
   - b. Back flush a heater core
   - c. Remove and replace a water control valve
   - d. Test a blower motor for current draw
3. Air Bag - Understand and discuss safety issues
4. Audio Equipment - Check power usage
   - a. Installation/evaluation

P. Trouble Shooting/Customer Relations

1. Define Problems
2. Problem Confirmation
3. Solve Problem
4. Recheck Solution

Q. Career Paths

1. Select means of locating job openings
2. Write a resume
3. Write a letter of application for an automotive related job
4. Complete an employment application for an automotive related job
5. Prepare a personal portfolio
6. Practice interview questions
7. Make an appointment by phone for an automotive related interview
8. Evaluate an automotive job offer
9. Compare job opportunities
10. Participate in a mock or real job interview
11. Complete career center pull sheet

R. Leadership Abilities

1. Actively involved in student leadership
2. Ability to use effective oral communications
3. Ability to use effective written communications
4. Cooperative learning - active participation as a team member while working
5. Participate in a formal meeting
6. Lead a formal meeting
7. Participate in a team meeting

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Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Automotive Technology

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

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RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

Major Competency Areas

1	2	3	
☐	☐	☐	*A. Orientation*
☐	☐	☐	*B. Safety*
☐	☐	☐	*C. Hand Tools*
☐	☐	☐	*D. Power Tools - Describe and identify and demonstrate proper usage of tools*
☐	☐	☐	*E. Welding*
☐	☐	☐	*F. Soldering*
☐	☐	☐	*G. Chassis Maintenance*
☐	☐	☐	*H. Tune-Up*
☐	☐	☐	*I. Basic Shop Skills*
☐	☐	☐	*J. Brakes*
☐	☐	☐	*K. Suspension*
☐	☐	☐	*L. Drive-Train*
☐	☐	☐	*M. Electrical*
☐	☐	☐	*N. Engines*
☐	☐	☐	*O. Accessories*
☐	☐	☐	*P. Trouble-Shooting*
☐	☐	☐	*Q. Career Paths*
☐	☐	☐	*R. Leadership Abilities*

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Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Wood Construction

Student's Name _____

School _____

Date _____

Semesters Completed			
		FALL	SPRING
Grade	9		
Grade	10		
Grade	11		
Grade	12		

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STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

---

1 2 3 ***WOODWORKING***

A. Student Orientation & General Safety
1. Basic shop rules and course requirements
2. General safety
3. _____
4. _____

B. Occupational Information
1. Careers in woodworking
2. _____
3. _____

C. Knowledge of Woods
1. Structure of wood - fibers annual rings grain
2. Grain orientation - concepts with, against, across
3. Designation of length and width as required by direction of grain
4. Wood identification
   a. Hardwoods vs. softwoods (broad leaf vs. conifer)
   b. Identification by species (alder, birch, fir, maple, oak, etc.)
5. Knowledge of lumber production
6. Sizing and grading of lumber
7. Processed wood: veneers, plywood, pressed sheets
8. The effect of moisture content on wood stability:
   a. Shrinking, swelling, warping
   b. Air drying and kiln drying
9. Construction materials
10. Cabinet making materials
11. Furniture materials
12. _____

D. Measuring
1. Fractions of an inch - reading the rule
2. Measuring within 1/16-inch accuracy
3. Computing board feet
4. _____
5. _____

E. Project Planning
1. Reading a working drawing
2. Making working drawing (in sketch form)
3. Making a bill of materials
4. Computing the cost of a project
5. _____
6. _____

F. Layout of a Project
1. Accurate linear measuring
2. Laying out of angles
3. Laying out of arcs, curves, etc.
4. Laying out of joints
5. Enlarging and transferring a pattern
6. _____
7. _____

1 2 3 ***HAND TOOLS***

A. Layout Tools: General
1. Rules and tapes - measuring techniques
2. Squares - kinds and how to use them
3. Dividers and compass - how to lay out arcs and circles
4. Trammel points - laying out large circles and arcs
5. Marking gauge - how to use
6. T-bevel - how to set up, transfer angles
7. Protractor
8. Scratch awl
9. _____
10. _____

B. Handsaws
1. General information:
   a. Terminology (parts of a saw)
   b. Kinds of teeth and filing of teeth
   c. Setting of teeth
   d. Points per inch
2. Rip saw - sawing with a rip saw
3. Crosscut saw - crosscutting by hand
4. Back saw - when and how to use
5. Coping saw - cutting curves in thin stock
6. Compass saw - when and how to use
7. Miter box - how to use for cutting angles
8. Dovetail saw
9. _____
10. _____

C. Hand Planes
1. Names, identification of planes
2. Parts of a jack plane
3. The double-plane iron - parts, assembling, correct size of bevel, etc.
4. Sharpening a plane iron - grinding and honing
5. Assembling and adjusting a jack plane
6. Planing an edge - straight and square to the face of the board
7. Planing an end - square to the face and edge of the board without clipping
8. Planing a board to dimensions - sequence of procedure
9. Router plane
   a. Adjust cutter for desired depth
   b. Plane joints to uniform depth
10. Rabbet plane - adjust for depth and width of joint; plane joint on the edge of a board
11. Spokeshave - smooth concave and convex shapes on edges of boards
12. Side rabbet plane - widen a dado joint
13. Circular plane - adjust and use to shape and smooth large curves
14. _____
15. _____

1 2 3 *D. Chisels*
1. Kinds of chisels and how to use them
2. Sharpening of chisels
3. Correct storage of chisels
4. _____
5. _____

E. Drilling and Boring Tools
1. Identification and tools (names and uses)
   a. Hand drill
   b. Bit brace
   c. Push drill (Yankee drill)
2. Drills and bits - names and uses of each
3. Marking hole locations - measuring for accurate location
4. _____
5. _____

F. Scrapers
1. Names of different kinds
2. Sharpening of scraper blades
3. Using scrapers - techniques
4.
5.

G. Files and Rasps
1. Identification:
   a. By file cut (single or double cut)
   b. By coarseness (bastard, second cut, etc.)
   c. By patterns (Swiss, etc.)
   d. By cross-section (flat, half-round, etc)
2. Proper storage of files
3. Correct techniques for using files
4. Cleaning - file card and brush
5. _____
6. _____

H. Abrasives
1. Coated abrasives:
   a. Sheets (sandpaper), kinds of coatings, grit sizes
   b. Sanding belts
   c. Drums and disks
2. Grindstones, oilstones, waterstones
3. Steel wool
4. _____
5. _____

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1 2 3

I. Woodworking Joints

1. Edge butt joint - how to plane and glue
2. End butt joint - how to make and reinforce
3. Rabbet joint - methods of producing
4. Dado joints and grooves - how to lay out and make by hand or machine methods
5. Tongue and groove joint
6. Miter - end miter (as in frames)
7. Miter - edge miter
8. Miter - splined
9. Lap joints - layout and cutting
10. Mortise and tenon joints - how to lay out and cut
11. Dovetails joints - kinds, layout and cutting
12. Dowel joints
13. Wafer joints
14. _____
15. _____

J. Sanding Wood

1. Hand sanding - techniques
2. Orbital sander - how to use
3. Install sandpaper on orbital sander
4. Belt sander, portable - how to use
5. Correctly install and track a belt on a belt sander
6. Stationary belt sander - when and how to use
7. Spindle sander - when and how to use
8. Disk sander, stationary - when and how to use
9. Stroke sander - safety, when and how to use
10. Knowledge of coated abrasives used on sanders
11. _____
12. _____

K. Gluing and Laminating

1. Knowledge of kinds of glues; selecting the right glue
2. Glue and clamp boards edge to edge
3. Glue and clamp boards face to face
4. Assembling work with glue and clamps
5. Laminate curved items - use molds or forms
6. Applying edging or wood tape to edges of sheet stock
7. _____
8. _____

L. Use of Clamping Devices: (selecting appropriate clamps)

1. Vises
2. Hand screws - correct use and care
3. C-clamps - appropriate use
4. Bar clamps and pipe clamps - correct application
5. Belt clamps - when and how to use
6. Spring clamps
7. Presses
8. Molds and forms
9. _____
10. _____

M. Finishing: (kinds of techniques of application)

1. Brushes and their care
2. Paints and enamel
3. Shellac
4. Oil finish
5. Varnish (includes polyurethane)
6. Lacquers
7. Stains
8. Wood fillers
9. Patching compounds (putty, etc.)
10. Rubbing compounds
11. Paste wax
12. Selecting and using appropriate solvents
13. _____
14. _____

1 2 3

N. Fasteners

1. Wood screws
   a. Kinds and sizes
   b. How to install wood screws correctly
   c. Counter-boring - covering with plugs or buttons
   d. Screwdrivers - selecting, kinds of points, maintenance
2. Nails
   a. Kinds and sizes
   b. Driving nails correctly
   c. Setting nails
3. _____
4. _____

O. Stationary Power Tools

1. Planer (surfaces)
   a. Safety guidelines
   b. Planing to desired thickness - know-how
2. Jointer
   a. Safety guidelines
   b. Jointing edges
   c. Leveling surfaces
   d. Squaring stock for table legs, etc.
3. Table saw - parts and their functions
   a. Safety rules
   b. Kinds of blades
   c. Installing blades correctly
   d. Ripping - set up and perform
   e. Cross-cutting - square cuts
   f. Producing duplicate parts
   g. Assembling and installing a dado head
   h. Making dado cuts - through cuts
   i. Making dado cuts - stop dados
   j. Making rabbet joints
   k. Miter cuts - end miters
   l. Miter cuts - edge cuts
   m. Splined joints
   n. Cutting tenons
   p. Other cuts
4. Scroll saw
   a. Safety
   b. Installing blades
   c. Cutting techniques
5. Band saw
   a. Safety
   b. Selecting blades
   c. Planning sequence of cuts
   d. Cutting circles and arcs
   e. Re-sawing lumber
6. Drill Press
   a. Safety
   b. Tools used in a drill press
   c. Boring and drilling techniques
7. Mortiser
   a. Safety
   b. Adjusting mortises for width and depth
   c. Mortising technique
8. Grinder
   a. Safety
   b. Sharpening of tools
9. Wood Lathe
   a. Safety
   b. Lathe chisels - names and sharpening
   c. Faceplate turning
   d. Spindle turning
   e. Finishing on the lathe
10. Radial arm saw
    a. Safety
    b. Cross-cutting - cutting stock to length
    c. Selected other operations
11. Belt and disk sander
    a. Safety
    b. When and how to use
12. Spindle Sander
    a. Safety
    b. Selecting and changing spindles
    c. Operating the sander
13. Shaper
    a. Safety
    b. Setting up the shaper - selecting cutters installing guards
    c. Performing selected operations
14. Motorized miter box: (chop saw)
    a. Safety
    b. Set-up and operation
15. Other machines: (please enter name of machines and competencies)
    Machine:
    a. _____
    b. _____
    Machine:
    a. _____
    b. _____
16. _____
17. _____

P. Portable Power Tools (portable sanders are listed under "sanding wood")

1. Drill motors (hand drills)
   a. Safety
   b. Operating techniques
2. Saber Saw
   a. Safety
   b. Selection of blades
   c. Cutting techniques
3. Router:
   a. Safety
   b. Selecting bits, installing and adjusting
   c. Routing techniques:
      (1) Edge routing
      (2) Routing specific joints
4. "Skill Saw" - portable circular saw
   a. Safety
   b. Cutting techniques
5. Belt sander
6. Orbital sander
7. Plate jointer
8. _____
9. _____

Q. Career Paths

1. Select means of locating job openings
2. Write a resume
3. Write a letter of application for a woodworking related job
4. Complete an employment application for a woodworking related job
5. Prepare a personal portfolio
6. Practice interview questions
7. Make an appointment by phone for a woodworking related interview
8. Evaluate a woodworking job offer
9. Compare job opportunities
10. Participate in a mock or real job interview
11. _____
12. _____

R. Leadership Abilities

1. Actively involved in student leadership
2. Ability to use effective oral communications
3. Ability to use effective written communications
4. Cooperative learning - active participation as a team member while working
5. _____
6. _____

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Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Wood Construction

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

Major Competency Areas

1 2 3

WOODWORKING:

- ☐☐☐ *A. Student Orientation & General Safety*
- ☐☐☐ *B. Occupational Information*
- ☐☐☐ *C. Knowledge of Woods*
- ☐☐☐ *D. Measuring*
- ☐☐☐ *E. Project Planning*
- ☐☐☐ *F. Layout of a Project*

HAND TOOLS:

- ☐☐☐ *A. Layout Tools: General*
- ☐☐☐ *B. Handsaws*
- ☐☐☐ *C. Hand Planes*
- ☐☐☐ *D. Chisels*
- ☐☐☐ *E. Drilling and Boring Tools*
- ☐☐☐ *F. Scrapers*
- ☐☐☐ *G. Files and Rasps*
- ☐☐☐ *H. Abrasives*
- ☐☐☐ *I. Woodworking Joints*
- ☐☐☐ *J. Sanding Wood*
- ☐☐☐ *K. Gluing and Laminating*
- ☐☐☐ *L. Use of Clamping Devices*
- ☐☐☐ *M. Finishing*
- ☐☐☐ *N. Fasteners*
- ☐☐☐ *O. Stationary Power Tools*
- ☐☐☐ *P. Portable Power Tools*
- ☐☐☐ *Q. Career Paths*
- ☐☐☐ *R. Leadership Abilities*

Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Computer Applications I and II

Student Name _____

School _____

Date _____

Semesters Completed

	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

---

1 2 3 **COMPUTER APPLICATIONS I**

BASIC PROFICIENCIES

In addition to the competencies for keyboarding, the student is able to perform the following basic proficiencies:

- ☐☐☐ 1. Perform basic computer operations within a network environment.
- ☐☐☐ 2. Define and use computer application terminology.
- ☐☐☐ 3. Practice appropriate behavior regarding copyright laws, care of equipment, and general safety.
- ☐☐☐ 4. Demonstrate positive work habits.
- ☐☐☐ 5. Prepare a variety of business documents.

WORD PROCESSING PROFICIENCIES

Perform these word processing operations:

- ☐☐☐ 1. Word wrap
- ☐☐☐ 2. Cursor movement
- ☐☐☐ 3. Create files
- ☐☐☐ 4. Save files
- ☐☐☐ 5. Retrieve files
- ☐☐☐ 6. Print

Edit

- ☐☐☐ 1. Proofreader's marks
- ☐☐☐ 2. Spell check

Formatting

- ☐☐☐ 1. Margins
- ☐☐☐ 2. Line spacing
- ☐☐☐ 3. Alignment
- ☐☐☐ 4. Character enhancement
- ☐☐☐ 5. Font and font sizes

☐☐☐ *Tabs*

☐☐☐ *Move/copy*

☐☐☐ *Search and replace*

☐☐☐ *Print preview*

1 2 3 ***SPREADSHEET PROFICIENCIES***

☐☐☐ *Input text and numbers*

Input formulas

- ☐☐☐ 1. Add vertically and horizontally
- ☐☐☐ 2. Subtract
- ☐☐☐ 3. Multiply
- ☐☐☐ 4. Divide
- ☐☐☐ 5. Average

Format

- ☐☐☐ 1. Cell width
- ☐☐☐ 2. Number style
- ☐☐☐ 3. Decimals
- ☐☐☐ 4. Margins
- ☐☐☐ 5. Alignment
- ☐☐☐ 6. Character enhancement

☐☐☐ *Enter series*

Editing

- ☐☐☐ 1. Insert
- ☐☐☐ 2. Delete
- ☐☐☐ 3. Rows
- ☐☐☐ 4. Columns

☐☐☐ *Copy, move, copy formulas*

CHART PROFICIENCIES

☐☐☐ *Create*

☐☐☐ *View*

Types

- ☐☐☐ 1. Line
- ☐☐☐ 2. Bar
- ☐☐☐ 3. Pie

Format

- ☐☐☐ 1. Size
- ☐☐☐ 2. Titles and subtitles
- ☐☐☐ 3. Legends

☐☐☐ *Print preview and print*

1 2 3 ***DATABASE PROFICIENCIES***

☐☐☐ *Create forms*

Enter data

- ☐☐☐ 1. Field names
- ☐☐☐ 2. Field contents
- ☐☐☐ 3. Labels

Format

- ☐☐☐ 1. Field width
- ☐☐☐ 2. Alignment
- ☐☐☐ 3. Character enhancement

Edit

- ☐☐☐ 1. Insert
- ☐☐☐ 2. Delete
- ☐☐☐ 3. Search

☐☐☐ *Copy and move*

Record management

- ☐☐☐ 1. Sort
- ☐☐☐ 2. Select
- ☐☐☐ 3. Prepare reports
  - a. Selecting fields
  - b. Format
  - c. Edit
  - d. Fonts and sizes

☐☐☐ *Print preview and print*

INTEGRATED DOCUMENT PROFICIENCIES

☐☐☐ *Select, cut/copy, and paste*

☐☐☐ *Merge*

☐☐☐ *Print preview and print*

GRAPHICS PROFICIENCIES

☐☐☐ *Letterhead*

☐☐☐ *Sign*

☐☐☐ *Greeting card*

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STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

---

1 2 3 **COMPUTER APPLICATIONS II**

BASIC PROFICIENCIES

In addition to the competencies for Computer Applications I, the student is able to perform the following basic proficiencies:

- ☐☐☐ 1. Perform basic computer operations within a network environment.
- ☐☐☐ 2. Define and use computer application terminology.
- ☐☐☐ 3. Practice appropriate behavior regarding copyright laws, care of equipment, and general safety.
- ☐☐☐ 4. Demonstrate positive work habits.
- ☐☐☐ 5. Knowledge of full-featured computer programs
- ☐☐☐ 6. Prepare a variety of advanced business documents.

WORD PROCESSING PROFICIENCIES

- ☐☐☐ *Editing*
- ☐☐☐ *Formatting*
  - 1. Margins
  - 2. Line spacing
  - 3. Alignment
  - 4. Character enhancement
  - 5. Font and font sizes
- ☐☐☐ *Tabs*
  - 1. Left
  - 2. Right
  - 3. Leaders
  - 4. Enumerated items
- ☐☐☐ *Footers and headers*
- ☐☐☐ *Search and replace*

1 2 3 ***SPREADSHEET PROFICIENCIES***

- ☐☐☐ *Formulas*
  - 1. Add
  - 2. Subtract
  - 3. Multiply
  - 4. Divide
  - 5. Average
  - 6. Count
  - 7. Lookup
  - 8. Minimum
  - 9. Maximum
- ☐☐☐ *Formatting*
- ☐☐☐ *Sort*
- ☐☐☐ *Absolute and relative values*
- ☐☐☐ *Go to*

CHART PROFICIENCIES

- ☐☐☐ *Create*
- ☐☐☐ *View*
- ☐☐☐ *Types*
  - 1. Bar
  - 2. Stacked bar
  - 3. 100% bar
  - 4. Line
  - 5. Pie
- ☐☐☐ *Format*
  - 1. Size
  - 2. Titles and subtitles
  - 3. Legends
  - 4. Fonts and font sizes
- ☐☐☐ *Ability to read and interpret data*
- ☐☐☐ *Print preview and print*

1 2 3 ***DATABASE PROFICIENCIES***

- ☐☐☐ *Enhanced sorts*
- ☐☐☐ *Enhanced reports*
- ☐☐☐ *Advanced select (query)*
- ☐☐☐ *Form modification and revision*
- ☐☐☐ *Advanced record management*
- ☐☐☐ *Fonts and font sizes*

INTEGRATED DOCUMENT PROFICIENCIES

- ☐☐☐ *Form letters*
- ☐☐☐ *Mailing labels*
- ☐☐☐ *Select, cut/copy, and paste*
- ☐☐☐ *Print preview and print*

COMMUNICATIONS PROFICIENCIES

- ☐☐☐ *Introduce terminology*
- ☐☐☐ *Preview concepts*

INTRODUCTION TO DESKTOP PUBLISHING PROFICIENCIES

- ☐☐☐ *Introduce terminology*
- ☐☐☐ *Preview concepts*
- ☐☐☐ *Graphics (using a drawing program)*
  - 1. Create a graphic
  - 2. Modify an existing graphic
  - 3. Cut and paste

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Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Computer Applications I and II

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

Major Competency Areas

1	2	3	
			COMPUTER APPLICATIONS I
☐	☐	☐	*BASIC PROFICIENCIES*
☐	☐	☐	*WORD PROCESSING PROFICIENCIES*
☐	☐	☐	*SPREADSHEET PROFICIENCIES*
☐	☐	☐	*CHART PROFICIENCIES*
☐	☐	☐	*DATABASE PROFICIENCIES*
☐	☐	☐	*INTEGRATED DOCUMENT PROFICIENCIES*
☐	☐	☐	*GRAPHICS PROFICIENCIES*
			COMPUTER APPLICATIONS II
☐	☐	☐	*BASIC PROFICIENCIES*
☐	☐	☐	*WORD PROCESSING PROFICIENCIES*
☐	☐	☐	*SPREADSHEET PROFICIENCIES*
☐	☐	☐	*CHART PROFICIENCIES*
☐	☐	☐	*DATABASE PROFICIENCIES*
☐	☐	☐	*INTEGRATED DOCUMENT PROFICIENCIES*
☐	☐	☐	*COMMUNICATIONS PROFICIENCIES*
☐	☐	☐	*INTRODUCTION TO DESKTOP PUBLISHING PROFICIENCIES*

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Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Information Processing I and II

Student Name _____

School _____

Date _____

Semesters Completed

	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

---

1 2 3

INFORMATION PROCESSING I

A. BASIC PROFICIENCIES

In addition to the competencies for keyboarding, the student is able to perform the following basic proficiencies:

- ☐☐☐ 1. Perform basic computer operations within a network environment.
- ☐☐☐ 2. Perform basic word processing operations such as:
  - ☐☐☐ a. Word wrap
  - ☐☐☐ b. Cursor movement
  - ☐☐☐ c. Create files
  - ☐☐☐ d. Save files
  - ☐☐☐ e. Retrieve files
  - ☐☐☐ f. Print
- ☐☐☐ 3. Utilize basic editing procedures including:
  - ☐☐☐ a. Insert
  - ☐☐☐ b. Delete
  - ☐☐☐ c. Block delete
  - ☐☐☐ d. Proofreading
- ☐☐☐ 4. Keyboarding at 40 words per minute using appropriate technique.
- ☐☐☐ 5. Practice appropriate behavior regarding copyright laws, care of equipment, and general safety.
- ☐☐☐ 6. Demonstrate positive work habits.

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1 2 3

B. WORD PROCESSING FUNCTIONS

The student is able to perform the following word processing functions:

- ☐☐☐ 1. Select (block)
- ☐☐☐ 2. Line Format
  - ☐☐☐ a. Left and right margins
  - ☐☐☐ b. Line spacing
  - ☐☐☐ c. Alignment (left, right, center, justify)
- ☐☐☐ 3. Page Format
  - ☐☐☐ a. Margins top and bottom
  - ☐☐☐ b. Headers and footers
  - ☐☐☐ c. Footnotes
  - ☐☐☐ d. Page numbering
- ☐☐☐ 4. Spell Check
- ☐☐☐ 5. Document Enhancement
  - ☐☐☐ a. Underline, bold, italic
  - ☐☐☐ b. Newspaper columns
- ☐☐☐ 6. Sort
- ☐☐☐ 7. Search & Replace
- ☐☐☐ 8. Hyphenation
- ☐☐☐ 9. Simple Merge
- ☐☐☐ 10. Basic Document Assembly (boilerplate)
- ☐☐☐ 11. Math
- ☐☐☐ 12. Tabs
  - ☐☐☐ a. Left
  - ☐☐☐ b. Leaders
  - ☐☐☐ c. Enumerated items
- ☐☐☐ 13. Print Preview
- ☐☐☐ 14. Macros
- ☐☐☐ 15. Codes (embedded characters)

1 2 3

C. DOCUMENTS

The student is able to keyboard and format the following:

- ☐☐☐ 1. Letters
  - ☐☐☐ a. Business
  - ☐☐☐ b. Personal
  - ☐☐☐ c. Form
  - ☐☐☐ d. Two page
  - ☐☐☐ e. With tables containing left tabs
- ☐☐☐ 2. Special Letter Features
  - ☐☐☐ a. Block style
  - ☐☐☐ b. Modified block style
  - ☐☐☐ c. Enclosure notations
  - ☐☐☐ d. Copy notations
  - ☐☐☐ e. Attention line
  - ☐☐☐ f. Subject line
  - ☐☐☐ g. Open punctuation
  - ☐☐☐ h. Mixed punctuation
- ☐☐☐ 3. Memorandums
- ☐☐☐ 4. Simple Newsletters
- ☐☐☐ 5. Manuscripts/reports
  - ☐☐☐ a. One page
  - ☐☐☐ b. Multiple page
  - ☐☐☐ c. Reports with footnotes
  - ☐☐☐ d. Title page
- ☐☐☐ 6. Tabulated Columns
- ☐☐☐ 7. Multiple-Page Documents
- ☐☐☐ 8. Bibliography/References
- ☐☐☐ 9. Documents from a Variety of Original Formats:
  - ☐☐☐ a. Prepared copy
  - ☐☐☐ b. Rough draft
  - ☐☐☐ c. Handwritten copy
  - ☐☐☐ d. Unarranged materials
  - ☐☐☐ e. Revised copy
  - ☐☐☐ f. Copy with a standard proofreader's marks

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

INFORMATION PROCESSING II

A. BASIC PROFICIENCIES

In addition to the competencies for Information Processing I, the student is able to perform the following basic proficiencies:

1 2 3

- ☐☐☐ 1. Demonstrate advanced word processing skills within a network environment.
- ☐☐☐ 2. Prioritize work
- ☐☐☐ 3. Prepare documents in mailable form
- ☐☐☐ 4. Use machine transcription equipment
- ☐☐☐ 5. Define and use word processing concepts and terminology
- ☐☐☐ 6. Keyboard at 45 words per minute using appropriate technique
- ☐☐☐ 7. Practice appropriate behavior regarding copyright laws, care of equipment, and general safety
- ☐☐☐ 8. Demonstrate positive work habits

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B. ADVANCED WORD PROCESSING FUNCTIONS

The student is able to perform the following word processing functions:

1 2 3

- ☐☐☐ 1. Fonts and Font Sizes
- ☐☐☐ 2. Thesaurus and Spell Check
- ☐☐☐ 3. Codes (embedded characters)
- ☐☐☐ 4. Advanced Macros
- ☐☐☐ 5. Tabs
  - ☐☐☐ a. Left
  - ☐☐☐ b. Decimal
  - ☐☐☐ c. Right
  - ☐☐☐ d. Center
  - ☐☐☐ e. Leader
- ☐☐☐ 6. Superscript and Subscript
- ☐☐☐ 7. Select (block)
  - ☐☐☐ a. Move
  - ☐☐☐ b. Copy
  - ☐☐☐ c. Format
  - ☐☐☐ d. Delete
  - ☐☐☐ e. Alignment
- ☐☐☐ 8. Advanced Document Assembly (boilerplate)
- ☐☐☐ 9. Tables
- ☐☐☐ 10. Text Merge
- ☐☐☐ 11. Graphics
- ☐☐☐ 12. Footnotes and Endnotes
- ☐☐☐ 13. Redline and Strikeout
- ☐☐☐ 14. Outlining
- ☐☐☐ 15. Cut and Paste
- ☐☐☐ 16. Print Preview
- ☐☐☐ 17. Parallel Columns

C. DOCUMENTS

The student is able to keyboard and format the following:

1 2 3

- ☐☐☐ 1. Letters
  - ☐☐☐ a. Business
  - ☐☐☐ b. Personal
  - ☐☐☐ c. Form
  - ☐☐☐ d. Multiple-page
  - ☐☐☐ e. With tables
- ☐☐☐ 2. Memorandums
  - ☐☐☐ a. Simple
  - ☐☐☐ b. Formal
- ☐☐☐ 3. Manuscripts/Reports
  - ☐☐☐ a. One-page
  - ☐☐☐ b. Multiple-page
  - ☐☐☐ c. Title page
  - ☐☐☐ d. Table of contents
  - ☐☐☐ e. Bibliography/references
  - ☐☐☐ f. Footnotes/endnotes
  - ☐☐☐ g. Graphics
- ☐☐☐ 4. Résumés
- ☐☐☐ 5. Newsletters/Bulletins
- ☐☐☐ 6. Outlines
- ☐☐☐ 7. Documents from a Variety of Original Formats
  - ☐☐☐ a. Prepared copy
  - ☐☐☐ b. Rough draft
  - ☐☐☐ c. Handwritten copy
  - ☐☐☐ d. Unarranged materials
  - ☐☐☐ e. Revised copy
  - ☐☐☐ f. Copy with standard proofreader's marks
- ☐☐☐ 8. Documents Created Using
  - ☐☐☐ a. Graphics
  - ☐☐☐ b. Math
  - ☐☐☐ c. Tables
  - ☐☐☐ d. Document assembly
  - ☐☐☐ e. Merging
  - ☐☐☐ f. Cut and paste
  - ☐☐☐ g. Newspaper columns
  - ☐☐☐ h. Parallel columns

Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Information Processing I and II

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

Major Competency Areas

1	2	3	
			INFORMATION PROCESSING I
☐	☐	☐	A. BASIC PROFICIENCIES
☐	☐	☐	B. WORD PROCESSING FUNCTIONS
☐	☐	☐	C. DOCUMENTS
			INFORMATION PROCESSING II
☐	☐	☐	A. BASIC PROFICIENCIES
☐	☐	☐	B. ADVANCED WORD PROCESSING FUNCTIONS
☐	☐	☐	C. DOCUMENTS

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Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Children/Parenting

Student Name _____

School _____

Date _____

Semesters Completed

	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

1 2 3 **CHILDREN & PARENTING**
- *A. Orientation*
  1. Explore attitudes toward children
  2. Identify benefits of studying children
  3. Learn Rules for Classroom/ Community/Preschool
  4. _____

CAREERS
- *A. Explore Child Care Opportunities*
  1. Professional
  2. Paraprofessional
  3. Compare training and educational requirements
  4. Identify job skills associated with Child Care Career opportunities
  5. Develop a resume of personal skills attained in the Child Development Program
  6. _____
- *B. Interact with Children through Watching/Doing*
  1. Observation
  2. Shadowing
  3. Volunteering
  4. Visiting sites
  5. Apprenticeship
  6. Babysitting
  7. _____

1 2 3
- *C. Practice Care Giver Skills*
  1. Guidance/Discipline
  2. Interpersonal/Team Decision Making
  3. Modeling and Motivation
  4. Planning Process
  5. Program Planning/Activities and Learning
  6. _____

HISTORICAL DEVELOPMENT
- *A. Explore Child Rearing - Past, Present and Future*
  1. Health
  2. Family patterns
  3. Dress
  4. Nutrition
  5. Sex differences
  6. Work
  7. _____
- *B. Contrast Child Rearing Customs and Rituals*
  1. American
  2. Global
  3. _____
- *C. Examine the Growth of Child Studies*
  1. Research
  2. Practice
  3. _____

1 2 3 **PARENTING/CAREGIVING**
- *A. Explore Options For Interacting With Child*
  1. Parent
  2. Uncle
  3. Teacher
  4. _____
- *B. Evaluate Parenting Readiness*
  1. Financial stability
  2. Maturity
  3. Stable Relationship
  4. _____
- *C. Discuss Parenthood*
  1. For
  2. Against
  3. Cultural influences
  4. _____
- *D. Describe Stages*
  1. Pregnancy
  2. Delivery
  3. _____
- *E. Demonstrate Understanding of Infant Care/Children's Needs*
  1. Community Resources
  2. Medical/Immunizations
  3. _____
- *F. Recognizing Parenting Styles*
  1. Autocratic
  2. Permissive
  3. Democratic
  4. _____

1 2 3 **DEVELOPMENTAL STAGES PHYSICAL THERAPY**
- *A. Describe Growth Patterns*
  1. Height and weight
  2. Proportion and posture
  3. Teeth
  4. Senses
  5. _____
- *B. Demonstrate Understanding of Coordination Development*
  1. Motor skills
  2. Dexterity
  3. Handedness
  4. _____
- *C. Show Knowledge of Development Stages*
  1. Eating
  2. Sleeping
  3. Dressing
  4. Toileting
  5. _____

1 2 3

INTELLECTUAL DEVELOPMENT

A. Illustrate Methods of Learning
1. Directed learning
2. Imitation
3. Incidental
4. Trial and error
5. _____

B. Describe Development
1. Intellect
2. Communication
3. Speech
4. _____

C. Promote Kinds of Learning
1. Creative and divergent thinking
2. Concept development
3. Learning styles
4. _____

1 2 3

SOCIAL DEVELOPMENT

A. Describe Socialization Patterns
1. Solitary play
2. Parallel play
3. Cooperative play
4. _____

B. Relate the Importance Friendships
1. Building self-esteem
2. _____

C. Promote Self-Esteem
1. Positive feedback
2. Successful completion of a task
3. _____

D. Identify Personality Behaviors
1. Sensitive child
2. Placid
3. Aggressive
4. _____

EMOTIONAL DEVELOPMENT

A. Describe Patterns
1. Self centered
2. Negativism
3. Temper tantrums
4. _____

B. Observe Behaviors
1. Fears
2. Insecurities
3. Separation anxieties
4. Jealousy
5. Sibling rivalry
6. Love affection
7. Sympathy
8. _____

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1 2 3

OBSERVATION TECHNIQUES AND OPPORTUNITIES

A. Apply Observation Techniques with Age Groups
1. Infant - Birth through 12 months
2. Toddler - 1-2 years
3. Preschool - 3-4 years
4. Kindergarten - 5-6 years
5. Primary - 6-8 years
6. _____

B. Visit Observation Sites
1. Daycare-home/institutional
2. Learning center
3. Montessori
4. Public school
5. Private school
6. _____

C. Utilize Techniques
1. Running record
2. Behavior observation (emotional, social, physical, intellectual)
3. _____

CHILDREN'S RIGHTS & WELFARE

A. Interpret Fundamental Rights
1. Parent responsibilities
2. Well being/health
3. Support
4. _____

B. Analyze Legal Issues
1. Abortion
2. Custody
3. Abuse
4. Adoption
5. Neglect
6. Surrogate
7. Paternity
8. Divorce/dissolution
9. _____

C. Utilize Agencies
1. _____

1 2 3

SAFETY/WELLNESS

A. Create a Safe Environment
1. Home
2. Car
3. Community
4. _____

B. Demonstrate Knowledge
1. First Aid
2. C.P.R.
3. _____

C. Demonstrate Knowledge of Wellness
1. Physical
2. Emotional
3. Mental
4. _____

TOOLS-EQUIPMENT

A. Use
1. VCR
2. Record Player
3. Tape Recorder
4. Musical Equipment
5. Sand/Water Table
6. Cam Corder
7. Keyboard
8. Word Processor
9. _____

LEADERSHIP/F.H.A.

A. Describe Involvement Through F.H.A. Opportunities
1. Describe the mission, aims, and purpose
2. Practice the creed
3. Participate using parliamentary procedure
4. Individual (Power of One/National Project)
5. Cooperative (Officers/ Committees)
6. Competitive (Star Events/ Chapter Recognition)
7. _____

Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Children/Parenting

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

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SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

Major Competency Areas

1 2 3

- ☐☐☐ **CHILDREN & PARENTING**
- ☐☐☐ **CAREERS**
- ☐☐☐ **HISTORICAL DEVELOPMENT**
- ☐☐☐ **PARENTING/CAREGIVING**
- ☐☐☐ **DEVELOPMENT STAGES:**
  - ☐☐☐ *PHYSICAL THERAPY*
  - ☐☐☐ *INTELLECTUAL DEVELOPMENT*
  - ☐☐☐ *SOCIAL DEVELOPMENT*
  - ☐☐☐ *EMOTIONAL DEVELOPMENT*
- ☐☐☐ **OBSERVATION TECHNIQUES AND OPPORTUNITIES**
- ☐☐☐ **CHILDREN'S RIGHTS & WELFARE**
- ☐☐☐ **SAFETY/WELLNESS**
- ☐☐☐ **TOOLS-EQUIPMENT**
- ☐☐☐ **LEADERSHIP/F.H.A.**

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Seattle Public Schools

TECHNICAL/PROFESSIONAL EDUCATION

Middle School

Student's Name _____

School _____

Date Entered _____ Date Left _____

Quarter Completed				
	1st	2nd	3rd	4th
Grade 6				
Grade 7				
Grade 8				

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Seattle Public Schools

TECHNICAL/PROFESSIONAL EDUCATION

Middle School Technology Education

X = Indicates Exposure

Grade 6	7	8	COMMUNICATIONS
☐	☐	☐	1. Sketching
☐	☐	☐	2. Manual Drafting
☐	☐	☐	3. Computer Aided Drafting (CAD)
☐	☐	☐	4. Print Communication
☐	☐	☐	5. Media Communication

Grade 6	7	8	MATERIALS PROCESSING	Metal	Plastic	Wood	Other
☐	☐	☐	1. Forming	☐	☐	☐	☐
☐	☐	☐	2. Separating	☐	☐	☐	☐
☐	☐	☐	3. Combining	☐	☐	☐	☐
☐	☐	☐	4. Testing	☐	☐	☐	☐

Grade 6	7	8	POWER ENERGY TRANSPORTATION
☐	☐	☐	1. Time Line
☐	☐	☐	2. Aviation/Rocketry
☐	☐	☐	3. Electricity/Electronics
☐	☐	☐	4. Hydraulics
☐	☐	☐	5. Laser
☐	☐	☐	6. Mechanical
☐	☐	☐	7. Pneumatic
☐	☐	☐	8. Robotics
☐	☐	☐	9. Solar
☐	☐	☐	10. Wind

Grade 6	7	8	CAREERS
☐	☐	☐	Exploration

A. Communication

Grade 6	7	8	
☐	☐	☐	1. Sketching
☐	☐	☐	a. Lines
☐	☐	☐	b. Circles
☐	☐	☐	c. Arcs
			2. Manual Drafting
☐	☐	☐	a. Lettering
☐	☐	☐	b. Instruments
☐	☐	☐	c. Layout
☐	☐	☐	d. Single-View
☐	☐	☐	e. Multi-View
☐	☐	☐	f. Oblique
☐	☐	☐	g. Isometric
☐	☐	☐	h. Perspective
			3. Computer Aided Drafting
☐	☐	☐	a. CAD Draw
☐	☐	☐	b. CAD/CAM
☐	☐	☐	c. Draw Plus
☐	☐	☐	d. Paint Plus
			4. Print Communication
☐	☐	☐	a. Text processing
☐	☐	☐	b. Word processing
☐	☐	☐	c. Printer/Plotter
☐	☐	☐	d. Desktop Publishing
☐	☐	☐	e. Desktop Publishing
☐	☐	☐	f. Print shop
☐	☐	☐	g. Image processing
☐	☐	☐	h. Photography
☐	☐	☐	i. Graphics
			5. Media Communications
☐	☐	☐	a. TV/VCR
☐	☐	☐	b. Camcorder
☐	☐	☐	c. Still video

B. Material Processing

Grade 6	7	8		Metal	Plastic	Wood	Other
☐	☐	☐	1. Forming:				
☐	☐	☐	a. Casting	☐	☐	☐	☐
☐	☐	☐	b. Forging	☐	☐	☐	☐
☐	☐	☐	c. Pressing	☐	☐	☐	☐
			2. Separating:				
☐	☐	☐	a. Cutting	☐	☐	☐	☐
☐	☐	☐	b. Shaping	☐	☐	☐	☐
☐	☐	☐	c. Drilling	☐	☐	☐	☐
☐	☐	☐	d. Filing	☐	☐	☐	☐
☐	☐	☐	e. Sanding	☐	☐	☐	☐
☐	☐	☐	f. Polishing	☐	☐	☐	☐
			3. Combining				
☐	☐	☐	a. Fasteners	☐	☐	☐	☐
☐	☐	☐	b. Adhesives	☐	☐	☐	☐
☐	☐	☐	c. Welding (gas)	☐	☐	☐	☐
☐	☐	☐	d. Welding (electric)	☐	☐	☐	☐
☐	☐	☐	e. Finish	☐	☐	☐	☐
			4. Testing (technology learning activity)				
☐	☐	☐	a. Research	☐	☐	☐	☐
☐	☐	☐	b. Development	☐	☐	☐	☐

C. Power Energy and Transportation

Grade 6	7	8	
☐	☐	☐	1. Time Line
☐	☐	☐	a. Past
☐	☐	☐	b. Present
☐	☐	☐	c. Future
☐	☐	☐	d. Teacher Learning Unit
			2. Aviation/Rocketry
☐	☐	☐	a. Flight Simulation
☐	☐	☐	b. Model/Mock-up
☐	☐	☐	c. Test Flight
☐	☐	☐	d. Teacher Learning Unit

Grade 6	7	8	
			3. Electricity/Electronics
☐	☐	☐	a. AC - Alternating Current
☐	☐	☐	b. DC - Direct Current
☐	☐	☐	c. Circuit boards
☐	☐	☐	d. Trainer Unit
☐	☐	☐	e. Teacher Learning Unit
			4. Hydraulics
☐	☐	☐	a. Trainer Unit
☐	☐	☐	b. Teacher Learning Unit
			5. Pneumatics
☐	☐	☐	a. Trainer Unit
☐	☐	☐	b. Teacher Learning Unit
			6. Mechanical
☐	☐	☐	a. Trainer Unit
☐	☐	☐	b. Teacher Learning Unit
			7. Laser
☐	☐	☐	a. Trainer Unit
☐	☐	☐	b. Teacher Learning Unit
			8. Robotics
☐	☐	☐	a. Lego/Logo
☐	☐	☐	b. Armatron
☐	☐	☐	c. Teacher Learning Unit
			9. Solar
☐	☐	☐	a. Trainer Unit
☐	☐	☐	b. Teacher Learning Unit
			10. Wind
☐	☐	☐	a. Teacher Learning Unit

D. Careers

Grade 6	7	8	
☐	☐	☐	1. Job - O
☐	☐	☐	2. Job applications
☐	☐	☐	3. Job interview
☐	☐	☐	4. Resume
☐	☐	☐	5. Teacher Learning Unit

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X = Indicates Exposure

GRADES 6 7 8

A. Communication

1. Sketching
   - a. Lines
   - b. Circles
   - c. Arcs

2. Manual Drafting
   - a. Lettering
   - b. Instruments
   - c. Layout
   - d. Single-View
   - e. Multi-View
   - f. Oblique
   - g. Isometric
   - h. Perspective

3. Computer Aided Drafting
   - a. CAD Draw
   - b. CAD/CAM
   - c. Draw Plus
   - d. Paint Plus

4. Print Communication
   - a. Text processing
   - b. Word processing
   - c. Printer/Plotter
   - d. Desktop Publishing
   - e. Desktop Publishing
   - f. Print shop
   - g. Image processing
   - h. Photography
   - i. Graphics

5. Media Communications
   - a. TV/VCR
   - b. Camcorder
   - c. Still video

B. Material Processing

	Metal	Plastic	Wood	Other
1. Forming:				
a. Casting	☐	☐	☐	☐
b. Forging	☐	☐	☐	☐
c. Pressing	☐	☐	☐	☐
2. Separating:				
a. Cutting	☐	☐	☐	☐
b. Shaping	☐	☐	☐	☐
c. Drilling	☐	☐	☐	☐
d. Filing	☐	☐	☐	☐
e. Sanding	☐	☐	☐	☐
f. Polishing	☐	☐	☐	☐
3. Combining				
a. Fasteners	☐	☐	☐	☐
b. Adhesives	☐	☐	☐	☐
c. Welding (gas)	☐	☐	☐	☐
d. Welding (electric)	☐	☐	☐	☐
e. Finish	☐	☐	☐	☐
4. Testing (technology learning activity)				
a. Research	☐	☐	☐	☐
b. Development	☐	☐	☐	☐

GRADES 6 7 8

C. Power Energy and Transportation

1. Time Line
   - a. Past
   - b. Present
   - c. Future
   - d. Teacher Learning Unit

2. Aviation/Rocketry
   - a. Flight Simulation
   - b. Model/Mock-up
   - c. Test Flight
   - d. Teacher Learning Unit

3. Electricity/Electronics
   - a. AC - Alternating Current
   - b. DC - Direct Current
   - c. Circuit boards
   - d. Trainer Unit
   - e. Teacher Learning Unit

4. Hydraulics
   - a. Trainer Unit
   - b. Teacher Learning Unit

5. Pneumatics
   - a. Trainer Unit
   - b. Teacher Learning Unit

6. Mechanical
   - a. Trainer Unit
   - b. Teacher Learning Unit

7. Laser
   - a. Trainer Unit
   - b. Teacher Learning Unit

8. Robotics
   - a. Lego/Logo
   - b. Armatron
   - c. Teacher Learning Unit

9. Solar
   - a. Trainer Unit
   - b. Teacher Learning Unit

10. Wind
    - a. Teacher Learning Unit

D. Careers

1. Job - O
2. Job applications
3. Job interview
4. Resume
5. Teacher Learning Unit

Seattle Public Schools

TECHNICAL/PROFESSIONAL EDUCATION

Middle School Technology Education

X = Indicates Exposure

GRADE 6	7	8		Metal	Plastic	Wood	Other
			COMMUNICATIONS				
☐	☐	☐	1. Sketching				
☐	☐	☐	2. Manual Drafting				
☐	☐	☐	3. Computer Aided Drafting (CAD)				
☐	☐	☐	4. Print Communication				
☐	☐	☐	5. Media Communication				
			MATERIALS PROCESSING				
☐	☐	☐	1. Forming	☐	☐	☐	☐
☐	☐	☐	2. Separating	☐	☐	☐	☐
☐	☐	☐	3. Combining	☐	☐	☐	☐
☐	☐	☐	4. Testing	☐	☐	☐	☐
			POWER ENERGY TRANSPORTATION				
☐	☐	☐	1. Time Line				
☐	☐	☐	2. Aviation/Rocketry				
☐	☐	☐	3. Electricity/Electronics				
☐	☐	☐	4. Hydraulics				
☐	☐	☐	5. Laser				
☐	☐	☐	6. Mechanical				
☐	☐	☐	7. Pneumatic				
☐	☐	☐	8. Robotics				
☐	☐	☐	9. Solar				
☐	☐	☐	10. Wind				
			CAREERS				
☐	☐	☐	Exploration				

Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

F.E.A.S.T.

(Food Education and Service Training)

Student Name _____

School _____

Date _____

Semesters Completed

	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

---

1 2 3 *A. JOB PREPARATION AND VOCATIONAL DECISIONS*

- ☐☐☐ 1. Compare career opportunities
- ☐☐☐ 2. Assess personal job skills
- ☐☐☐ 3. Identify job finding resources
- ☐☐☐ 4. Complete employment application
- ☐☐☐ 5. Practice interviewing techniques
- ☐☐☐ 6. Demonstrate critical thinking
- ☐☐☐ 7. Use the planning process
- ☐☐☐ 8. Demonstrate cooperative learning
- ☐☐☐ 9. Show positive work habits and abilities
- ☐☐☐ 10. _____

☐☐☐ *B. FOOD PRODUCTION TECHNIQUES*

- ☐☐☐ 1. Uses proper weighing and measuring techniques
- ☐☐☐ 2. Follows and converts recipes accurately
- ☐☐☐ 3. Calculates recipe costs
- ☐☐☐ 4. Uses correct cooking and menu terms
- ☐☐☐ 5. Demonstrate Mise en Place, Everything Ready
- ☐☐☐ 6. Prepares menu item prototypes
- ☐☐☐ 7. Utilizes assembly line production techniques
- ☐☐☐ 8. Uses and maintains standard and commercial equipment
- ☐☐☐ 9. _____

1 2 3 *C. SANITATION AND SAFETY*

- ☐☐☐ 1. Follows correct sanitation and safety procedure
- ☐☐☐ 2. Utilizes correct food storage methods
- ☐☐☐ 3. Maintains business standards for personal hygiene
- ☐☐☐ 4. Identifies and corrects hazardous kitchen conditions
- ☐☐☐ 5. Can perform basic first aid and emergency procedures
- ☐☐☐ 6. _____

☐☐☐ *D. FAST FOOD PRODUCTION*

- ☐☐☐ 1. Prepares hot and cold sandwiches
- ☐☐☐ 2. Prepares hot and cold beverages
- ☐☐☐ 3. Organize, use, and maintain grill station
- ☐☐☐ 4. Organize, use, and maintain fry station
- ☐☐☐ 5. _____

1 2 3 *E. CATERING PRODUCTION*

- ☐☐☐ 1. Prepares a variety of hot and cold hors d'oeuvres
- ☐☐☐ 2. Prepares a variety of relishes, canapes, and garnishes
- ☐☐☐ 3. Prepares various fruit, vegetables, meat, cheese, and dessert presentations
- ☐☐☐ 4. _____

☐☐☐ *F. QUANTITY FOOD PRODUCTION*

- ☐☐☐ 1. Prepare a variety of meats using correct methods
- ☐☐☐ 2. Prepare poultry using correct methods
- ☐☐☐ 3. Prepare seafood using correct methods
- ☐☐☐ 4. Prepare fruits and vegetables using correct methods
- ☐☐☐ 5. Prepare egg and dairy product dishes correctly
- ☐☐☐ 6. Prepare pasta, rice, potato and cereal dishes correctly
- ☐☐☐ 7. Prepare soups, stocks and sauces correctly
- ☐☐☐ 8. Prepare a variety of salads and dressings
- ☐☐☐ 9. Use seasonings and flavorings with judgement
- ☐☐☐ 10. _____

1 2 3 *G. CUSTOMER SERVICE*

- ☐☐☐ 1. Demonstrates effective hosting and cashiering skills
- ☐☐☐ 2. Demonstrates effective table service skills
- ☐☐☐ 3. Demonstrates customer relation skills
- ☐☐☐ 4. _____

☐☐☐ *H. BAKERY FOOD PRODUCTION*

- ☐☐☐ 1. Prepares a variety of cookies correctly
- ☐☐☐ 2. Prepares a variety of pies, pastries and toppings
- ☐☐☐ 3. Prepares a variety of cakes and frostings
- ☐☐☐ 4. Prepares a variety of quick breads
- ☐☐☐ 5. Prepares a variety of yeast breads
- ☐☐☐ 6. _____

Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

F.E.A.S.T.

(Food Education and Service Training)

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

Produced by:
Seattle Public Schools
Vocational/Technical Education in partnership with the Seattle Community Colleges and the Seattle business, labor, and government community. Produced under federal dissemination grant #V248A20032 from the U. S. Department of Education.

Major Competency Areas

1	2	3	
☐	☐	☐	*JOB PREPARATION & VOCATIONAL DECISIONS*
☐	☐	☐	*FOOD PRODUCTION TECHNIQUES*
☐	☐	☐	*SANITATION AND SAFETY*
☐	☐	☐	*FAST FOOD PRODUCTION*
☐	☐	☐	*CATERING PRODUCTION*
☐	☐	☐	*QUANTITY FOOD PRODUCTION*
☐	☐	☐	*CUSTOMER SERVICE*
☐	☐	☐	*BAKERY FOOD PRODUCTION*

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Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Drafting

Student's Name _____

School _____

Date _____

Semesters Completed		
	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

Produced by:
Seattle Public Schools
Vocational/Technical Education in partnership with the Seattle Community Colleges and the Seattle business, labor, and government community. Produced under federal dissemination grant #V248A20032 from the U. S. Department of Education.

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

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Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Drafting

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

Major Competency Areas

1	2	3	
☐	☐	☐	*A. Occupational Awareness*
☐	☐	☐	*B. General Safety*
☐	☐	☐	*C. Basic Drafting and Equipment*
☐	☐	☐	*D. Line Work*
☐	☐	☐	*E. Drawing Material, Size and Format*
☐	☐	☐	*F. Lettering*
☐	☐	☐	*G. Measurements*
☐	☐	☐	*H. Sketching Techniques*
☐	☐	☐	*I. Geometric Construction*
☐	☐	☐	*J. Orthographic Projection: 3rd Angle*
☐	☐	☐	*K. Principles of Dimensions and Tolerancing*
☐	☐	☐	*L. Auxiliary Views*
☐	☐	☐	*M. Descriptive Geometry*
☐	☐	☐	*N. Section Views, Remove Views, and Details*
☐	☐	☐	*O. Inking Techniques*
☐	☐	☐	*P. Isometric*
☐	☐	☐	*Q. Oblique*
☐	☐	☐	*R. Perspective*
☐	☐	☐	*S. Developments*
☐	☐	☐	*T. Computer-Aided Drafting*
☐	☐	☐	*U. Career Opportunities*
☐	☐	☐	*V. Leadership Abilities*

ıme: _____

hool: _____

Seattle Public Schools/North Seattle Community College

Tech-Prep Program - CAD for Industrial Applications

FILE	EDR 151 12.5 Community College Credits	FRSH	SOPH	JR	SR	M/C
	LINEWORK: Application Standard					
	1. Recognition of line types					
	2. Application of line types					
	LETTERING					
	1. Generation of single stroke, vertical capital, gothic (standard style)					
	2. Knowledge of spacing and letter height requirements					
	EQUIPMENT USAGE					
	1. Competent use of standard, manual drafting tools					
	2. Proper storage care, cleaning and maintenance of all tools and equipment					
	DOCUMENTATION					
	1. Interpretation and generation of standardized formats					
	2. Maintenance of drawing after release for production					
	3. Incorperation of document changes					
	MEASUREMENTS					
	1. Decimal inch					
	2. Milimeters in decimal expression					
	3. Conversion of fractions to decimal inch					
	4. Angular measurements in degrees					
	5. Drawing scale, enlargement, full scale, reduction					
	2D GEOMETRY					
	1. Terminology. perpendicularity, parallelism, angularity, circularity, tangent, arcs, etc.					
	2. Simple geometric construction circles, angles, polygons, etc.					

PULL FILE	EDR 151 (Cont.) 12.5 Community College Credits	FRSH	SOPH	JR	SR	M/C
	2D DRAFTING (one view)					
	1. Layout, presentation and balance					
	2. Accuracy, drawing precision within .05 inch					
	3. Mastery: time and information management for document production					
	BEGINNING ORTHOGRAPHIC PROJECTION					
	1. Terminology					
	2. 6-view model					
	3. Projection technique					
	4. Basic drawing format, part views, multi-views, and dimensions					
	DRAFTING FOR INTERNATIONAL STANDARDS					
	1. First vs. third angle projection					
	2. Projection symbols					
	3. Metric notice					
	4. Metric title block					
	5. Dual dimensioning					
	6. Conversion of English to S.I.					
	AUXILIARY VIEW (simple)					
	BEGINNING SECTIONS					
	1. Hatching (cross-hatching)					
	2. Cutting planes					
	3. Entitlements (cutting plane indicators)					
	4. Full sections					
	5. Broken out sections (partial)					
	6. Offset					

PULL FILE	EDR 151 (Cont.) 12.5 Community College Credits	FRSH	SOPH	JR	SR	M/C
	DESCRIPTIVE GEOMETRY					
	1. Terminology					
	2. True length of a line					
	3. Line as a point					
	4. True length of two lines					
	5. Shortest distance between two lines					
	6. True angle					
	7. True size and shape of a plane					
	8. Plane as an edge					
	9. Compound auxiliary view					
	BEGINNING DIMENSIONING					
	1. Datum concept (datum frame)					
	2. Baseline dimensioning (datum)					
	3. Holes/special features					
	4. Standard presentation					
	ENGINEERING COMMUNICATION					
	1. Conversational sketching for basic understanding of part geometry					
	a. Orthographic					
	b. Isometric					
	c. Oblique					
	d. And/or perspective					
	CHARTS & GRAPHS					
	1. Time management					
	2. Milestone charting					

Name: _____

School: _____

Seattle Public Schools/North Seattle Community College

Tech-Prep Program - CAD for Industrial Application

PULL	FILE	EDR 152 12.5 Community College Credits ADVANCE MECHANICAL DRAWING	FRSH	SOPH	JR	SR	M/C
		1. PRODUCTION DETAIL DRAWING (of Single Part)					
		A. Title block, rev. block, border, material, list, notes, dim. and picture					
		B. Multi-detail drawing (many parts on one drawing)					
		2. VIEW DEVELOPMENT					
		A. Section views (direct projection or removed section					
		1. Revolved section					
		2. Removed section					
		3. Thin wall section					
		4. Boeing section					
		5. Half section					
		6. Assembly in section					
		B. Exterior views					
		1. Direct projection vs. removed view.					
		C. Rotated views					
		D. Details					
		1. Repeating features					
		2. Enlarged view detail					

PULL	FILE	EDR 152 12.5 Community College Credits ADVANCE MECHANICAL DRAWING (Cont.)	FRSH	SOPH	JR	SR	M/C
		3. DIMENSIONS & TOLERANCING					
		1. Critical or feature dimensioning					
		2. Diametrical Dimensioning					
		3. Rectangular coordinate dimensioning					
		4. Tabular dimensioning					
		5. Rectangular coordinate tolerancing. (+/- tolerancing, square tolerance zone)					
		6. Limits (upper and lower limit)					
		7. Tolerances expressed as MAX, REF					
		8. Cylindrical fits and applications (in, en, rc)					
		9. Vendor catalog tolerances.					
		10. Process tolerances IE plating, hardness, machine finish, of stock					
		11. Geometric positional dimensioning and tol.					
		a. Symbology					
		b. basic understanding					
		MECHANICAL FASTENERS					
		1. Terminology (machine screw threads head types)					
		2. Research (utilizing catalogs)					
		3. Application and standard symbology					
		PARTS ASSEMBLY					
		1. Orthographic assembly					
		2. Isometric assembly					
		3. Exploded assembly					
		4. Inseparable assembly (weldment, riveted, bonded, etc.)					
		5. Parts listing					
		6. Parts identification					

PULL	FILE	EDR 153 12.5 Community College Credits SHEET METAL & ELECT. DRAFTING	FRSH	SOPH	JR
		1. SHEET METAL DRAFTING			
		1. Drawing of a physical part			
		2. As built drawing (bent-up condition)			
		3. Flat pattern development (dimensional)			
		4. Captivated fastners (p-nuts, stand-offs, threaded inserts, etc.)			
		5. Documentation for assemblies (develop an assy drawing and break it down into individual parts)			
		2. DRAFTING FOR ELECTRONIC CIRCUITRY			
		1. Schematic generation (analog and digital)			
		a. Layout % symbology application			
		2. Component research (catalog)			
		3. Library of component outlines and lead hole patterns			
		4. Library of symbols			
		5. Circuit layout (point-to-point)			
		6. Board fabrication drawing (drill and trim)			
		7. Board assembly drawing			
		8. Net list (from formal schematic)			
		RECORD KEEPING			
		1. Content			
		2. Organization			
		3. Completeness			
		4. Professional appearance			

Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Television

Student's Name _____

School _____

Date _____

Semesters Completed			
		FALL	SPRING
Grade	9		
Grade	10		
Grade	11		
Grade	12		

Produced by:
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Vocational/Technical Education in partnership with the Seattle Community Colleges and the Seattle business, labor, and government community. Produced under federal dissemination grant #V248A20032 from the U. S. Department of Education.

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

---

1 2 3

I. Orientation

A. Introduction
1. Identify TV industry
2. Describe impact of TV industry
3. Identify related jobs
4. _____
5. _____

B. Safety
1. Safe practice of operations and standards
2. Identify typical safety hazards
3. Parental approval (Safety Slip)
4. Emergency notification information
5. _____
6. _____

II Pre Production/Related

A. Production Planning/Development
1. Selection of appropriate topics
2. Production needs/equipment
3. Production needs/personnel
4. Budgets & expenses
5. Location selection
6. Develop production outline
7. Write broadcast copy
8. Describe, develop & utilize shooting scripts
9. Develop & utilize storyboards
10. Use appropriate production script terminology
11. Computer/word processing

B. Graphic Production
1. Relate graphic theory
2. Hand build graphics
3. Operate typical titler
4. Generate computer graphics
5. Generate computer animation
6. _____
7. _____

C. Stagecraft
1. Identify and utilize aspect ratio
2. Read & utilize plans, plots & working drawings
3. Design & construct sets
4. Utilize basic construction hand & power tools
5. Utilize basic set construction materials
6. Utilize basic set construction techniques

1 2 3

III. Production/Related

A. Production jobs
1. Perform as producer
2. Perform as director
3. Perform as unit manager
4. Perform as technical director
5. Perform as sound engineer
6. Perform as graphic person
7. Perform as VCR operator
8. Perform as video engineer
9. Perform as editor
10. Perform as floor director/ manager
11. Perform as gaffer
12. Perform as camera operator
13. Perform as talent
14. _____
15. _____

B. Video Cameras
1. Describe evolution of TV cameras
2. Identify: Consumer, Industrial, & Broadcast cameras
3. Identify camera parts systems and features
4. Set up camera for studio production
5. Set up camera for EFP/ENG production
6. Make typical camera adjustments
7. Operate camera
8. Mount camera
9. Correctly use related terminology
10. Perform a Pan camera move
11. Perform a Tilt camera move
12. Perform a Zoom camera move
13. Perform a Boom camera move
14. Perform typical Dolly related camera moves
15. Maintain a video camera
16. Trouble shoot a video camera
17. _____
18. _____

C. Composition/Frame & Shots
1. Describe TV Aspect Ratio
2. Describe and utilize the Rule of Thirds
3. Storyboard
4. Describe and select typical shots
5. Frame for leading room
6. _____
7. _____

1 2 3

D. Video Recorders
1. Operate video recorder/players
2. Describe and utilize various video recorder for mates
3. Change recorder batteries
4. Charge video batteries
5. Set audio levels
6. Conduct audio tests
7. Describe and utilize dubbing process
8. Describe and utilize multi-pin connectors
9. Describe and utilize line connectors
10. Describe and utilize RF connectors
11. Describe and perform maintenance procedures
12. Clean video heads and tape paths
13. Inspect and evaluate video tape stock
14. Describe and utilize AC to DC power adapters/chargers
15. Describe and utilize tracking control
16. Monitor and troubleshoot recorder/player performance
17. _____
18. _____

E. Audio/Microphones
1. Describe theory of sound
2. Identify and utilize: Lavalier, shotgun, handheld mics
3. Describe and utilize wireless microphones
4. Identify Hi and Lo Z microphones
5. Make common microphone connections
6. Identify and utilize typical microphone adapters
7. Operate a boom microphone
8. Set up and operate a Fish Pole
9. Identify and utilize dynamic microphones
10. Identify and utilize condenser microphones
11. Describe omni pick-up patterns
12. Describe cardiod pick-up patterns
13. Select mics as to pick-up patterns
14. Identify 60 cycle hum
15. Trouble shoot microphone performance
16. Monitor sound
17. Describe and record Ambient sound
18. Identify and use audio mixers
19. _____
20. _____

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1	2	3	
			F. Light & Gaffing
			1. Relate light to camera operation
			2. Describe and utilize basic lighting instruments
			3. Describe & utilize flood & spot beams of light
			4. Utilize basic lighting terminology
			5. Measure light strength
			6. Identify color temperature
			7. Utilize a waveform monitor
			8. Utilize a vectorscope
			9. Describe & utilize the basic lighting triangle
			10. Describe & utilize OHM's law
			11. Calculate wattage requirements for electrical circuits
			12. Describe & perform gaffing related tasks
			13. _____
			14. _____
			IV. Post Production
			A. Editing
			1. Understand & utilize common editing terminology
			2. Describe & utilize on-line editing
			3. Describe & utilize off-line editing
			4. Perform assemble edits
			5. Perform insert edits
			6. Perform A B edits
			7. Develop & utilize editing logs
			8. _____
			9. _____
			B. Audio Mixing
			1. Identify mixing and production boards
			2. Music/select or produce
			3. Sound effects/select or produce
			4. Mix audio sources
			5. Set audio Db levels
			6. Differentiate impedance levels
			7. Identify line sources
			8. Identify mic sources
			9. Identify input and output signals
			10. Identify and utilize RCA connectors
			11. Identify and utilize XLR connectors
			12. Identify and utilize 1/4" connectors
			13. Identify and utilize mini connectors
			14. _____
			15. _____

1	2	3	
			C. Special Effect Generators
			1. Correctly use terminology
			2. Switch video sources
			3. Produce fades and dissolves
			4. Produce wipes and boarder wipes
			5. Create modulated boarders
			6. Produce keys, supers, and matts
			7. Create color boarders and backgrounds
			8. Identify active and passive switches
			9. Connect switcher to video systems
			10. Adjust and align switcher
			11. Describe Black Burst
			12. Describe and use Color Bars
			13. Describe and use Gen Lock
			14. Identify Input and Output signals
			15. _____
			16. _____
			D. Time Base Correctors
			1. Describe TBC functions and typical features
			2. Make video gain adjustments
			3. Make phase adjustments
			4. Make black level adjustments
			5. Make chroma level adjustments
			6. Freeze a video frame
			7. Wire TBC into typical video system
			8. _____
			9. _____

1	2	3	
			V. Other
			A. Video Distribution Systems
			1. Identify distribution basic dist. systems & standards
			2. Identify and utilize a RF distribution system
			3. Identify and utilize line distribution
			4. Identify and utilize composite signals
			5. Identify and utilize microwave distribution
			6. Identify and utilize satellite distribution
			7. Test & troubleshoot common distribution systems
			8. Set levels for signal distribution
			9. Dubbing
			10. FCC Regulations
			11. Leadership
			12. New technology
			13. _____
			14. _____
			15. _____
			B. Career Paths
			1. Select means of locating job openings
			2. Write a resume
			3. Write a letter of application for a television related job
			4. Complete an employment application for a television related job
			5. Prepare a personal portfolio
			6. Practice interview questions
			7. Make an appointment by phone for a television related interview
			8. Evaluate a television job offer
			9. Compare job opportunities
			10. Participate in a mock or real job interview
			C. Leadership Abilities
			1. Actively involved in student leadership
			2. Ability to use effective oral communication
			3. Ability to use effective written communication
			4. Cooperative learning - active participation as a team member while working
			5. _____
			6. _____

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Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Television

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

Major Competency Areas

1 2 3

- ☐☐☐ *I. ORIENTATION*
  - A. Introduction
  - B. Safety
- ☐☐☐ *II. PRE-PRODUCTION RELATED*
  - A. Production Planning Development
  - B. Graphic Production
  - C. Stagecraft
- ☐☐☐ *III. PRODUCTION RELATED*
  - A. Production Jobs
  - B. Video Cameras
  - C. Composition/Frame and Shots
  - D. Video Recorders
  - E. Audio/Microphones
  - F. Light and Grafting
- ☐☐☐ *IV. POST PRODUCTION*
  - A. Editing
  - B. Audio Mixing
  - C. Special Effects Generators
- ☐☐☐ *V. OTHER*
  - A. Video Distribution systems
- ☐☐☐ *VI. CAREER PATHS*
- ☐☐☐ *VII. LEADERSHIP ABILITIES*

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Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Radio

Student's Name _____

School _____

Date _____

Semesters Completed			
		FALL	SPRING
Grade	9		
Grade	10		
Grade	11		
Grade	12		

Produced by:
Seattle Public Schools
Vocational/Technical Education in partnership with the Seattle Community Colleges and the Seattle business, labor, and government community. Produced under federal dissemination grant #V248A20032 from the U. S. Department of Education.

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

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STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

---

1 2 3

RADIO

I. Orientation

A. Introduction
1. Course syllabus
2. History of KNHC
3. Tour of KNHC
4. Unit test
5. _____
6. _____

B. Safety
1. General shop safety quiz
2. Unit test
3. _____
4. _____

C. Hand Tools
1. Clean and lubricate hand tools
2. Use a cutting/crimping tool
3. Adjust wire strippers
4. Use a knockout punch
5. Use a solder gun
6. Unit test
7. _____
8. _____

II. History of Radio/TV

A. Government vs. Private
1. Government
2. Mix governments private
3. Private
4. Unit Test
5. _____
6. _____

B. Broadcasting in America
1. Historical people
2. Historical events of broadcasting
3. Government rules and regulations
4. Development of AM radio
5. Development of FM radio
6. Development of television
7. Unit Test
8. _____
9. _____

C. Classroom Activities
1. Splicing
2. Workstations
3. Camera Operation
4. Newswriting
5. Voice News A in check tape
6. Write PSA (blind)
7. Unit test
8. _____
9. _____

1 2 3

ADVANCED RADIO

I. Radio Orientation

A. Introduction
1. Prerequirement introduction to Radio
2. Read handbook
3. Sign guidelines
4. FCC license
5. Follow daily activity schedule
6. Syllabus
7. _____
8. _____

B. Job Stations
1. Traffic
2. News
3. Studio "A"
4. Studio "B"
5. Studio "C"
6. Maintenance
7. Network
8. Scripting
9. Continuity
10. Office management
11. _____
12. _____

C. Equipment
1. Reel to reel
2. Cartridge machines
3. C.D. player
4. Cassette Deck
5. Turntable
6. Microphones
7. Bulk eraser
8. Splice finder
9. _____
10. _____

D. Production
1. Script writing
2. Voice PA/PSAs
3. Edit
4. Label and time
5. Turn in production
6. Review critique
7. _____
8. _____

1 2 3

II. Radio Operation

A. Studio "A"
1. Read, follow and sign Announcer's log
2. Read, follow and sign Operator's log
3. Log remote control per meter readings
4. Check for alarms
5. Follow sound clock hour
6. Sound station I.D.
7. Follow music plot sheets
8. Send/receive EBS Tests & log
9. Pull next hour's music
10. Locate FCC licenses
11. Locate EBS manual
12. Locate and know monitor meter
13. Locate Public File
14. Announcer heads
15. Understand transmitter remote system
16. Clean work area
17. Adhere to FCC laws
18. _____
19. _____

B. On-Air Skills
1. Operate on-air live broadcast
2. Operate console
3. Operate cassette deck
4. Operate turntables
5. Operate reel-to-reel record/play decks
6. Operate cartridge machines
7. Operate C.D. player
8. Record/playback network news
9. Appropriate dialogue/microphone
10. Microphone technique
11. Record & air telephone calls
12. Live remote broadcast
13. _____
14. _____

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1 2 3

III. Production

A. News
1. Script newscast
2. Rehearse news
3. Voice news
4. Aircheck
5. Critique newscast
6. _____
7. _____

B. PAs/PSAs
1. Script PA/PSA
2. Edit
3. Record on reel-to-reel
4. Duplicate
5. Cart/Production
6. Label
7. Turn in production
8. Review critique
9. _____
10. _____

C. Network
1. Types & names of programming
2. Types of programming
3. Cart, duplicate, label, log programs
4. Load tapes in Studio "A" and set console level
5. _____
6. _____

1 2 3

D. Traffic
1. Generate Announcer Log
2. Know log abbreviations
3. Enter programs
4. Print
5. Sign log
6. _____
7. _____

E. Engineering
1. General station clean-up
2. Clean heads
3. Demagnetize heads
4. Clean roller wheels on cartridge machines
5. _____
6. _____

IV. Marketing

A. Sales
1. Video handbook
2. Develop sales/promotional package
3. Compare local formats
4. Evaluate formats
5. Understand rating services
6. _____
7. _____

1 2 3

V. Leadership

A. Director Positions
1. Station Manager
2. Program Director
3. Operations Manager
4. Music Director
5. News Director
6. Sports Director
7. Continuity Director
8. Network Director
9. Traffic Director
10. Public Affairs Director
11. Public Relations Director
12. Engineering Director
13. _____
14. _____

B. Careers
1. Shadow broadcast positions
2. Internship local stations
3. Write Resume
4. Complete job applications
5. Develop aircheck tapes
6. Research employment opportunities
7. Letter of recommendation
8. Visit local stations
9. _____
10. _____

C. Extraordinary Activities
1. After school shift
2. Lunch shift
3. Saturday shift
4. Sunday shift
5. Holiday shift
6. Remote broadcast
7. _____
8. _____

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Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Radio

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

Major Competency Areas

1 2 3 ☐☐☐ *RADIO*

☐☐☐ *I. ORIENTATION*
- A. Introduction
- B. Safety
- C. Hand tools

☐☐☐ *II. HISTORY OF RADIO/TV*
- A. Government vs Private
- B. Broadcasting in America
- C. Classroom Activities

☐☐☐ *ADVANCED RADIO*

☐☐☐ *I. RADIO ORIENTATION*
- A. Introduction
- B. Job Stations
- C. Equipment
- D. Production

☐☐☐ *II. RADIO OPERATION*
- A. Studio "A"
- B. On-Air Skills

☐☐☐ *III. PRODUCTION*
- A. News
- B. PAs/PSAs
- C. Network
- D. Traffic
- E. Engineering

☐☐☐ *IV. MARKETING*
- A. Sales

☐☐☐ *V. LEADERSHIP*
- A. Director Positions
- B. Careers
- C. Extraordinary Activities

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Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Horticulture

Student's Name _____

School _____

Date _____

Semesters Completed

	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

Produced by:
Seattle Public Schools
Vocational/Technical Education in partnership with the Seattle Community Colleges and the Seattle business, labor, and government community. Produced under federal dissemination grant #V248A20032 from the U. S. Department of Education.

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

STUDENT COMPETENCY ACHIEVEMENT

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RECOMMENDED VALUES

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1 2 3

A. Plant Care - Greenhouse Student Occupational Experience Project

1. Plants receive proper amounts of water
2. Plants receive proper amounts of fertilizer
3. Plants kept well groomed
4. Plants of high quality at turn-in for credit
5. No evidence of wilting during project
6. No evidence of root rot
7. Insect pests controlled at the basic level
8. Demonstrated safe use of fertilizers and pesticides
9. _____
10. _____

B. Plant Study

1. Plant growth and development
2. Plant propagation
3. Soils and fertilizer
4. Water, temperature, light and plant growth
5. Soil testing for pH, soluble salts, and texture
6. Interior Plant Care:
   a. Diagnosing Interior Plant Environmental Problems
   b. Diagnosing Interior Plant Pests and Disease
7. _____

C. Work Attitudes

1. Completed required horticultural maintenance activities
2. Working
3. Crew chief leadership, number of times?
4. _____
5. _____

D. Demonstrated proficiency and safe us of:

1. Tractor with front loader
2. Tractor with scraper
3. Tractor with mower
4. Tractor with rotoriller
5. Rotary lawn mower
6. Reel-type mower
7. Rotary lawn edger
8. String trimmer
9. Walk behind rotoriller
10. Sidewalk blower
11. Basic garden hand tools
12. _____
13. _____

1 2 3

E. Plant Identification

1. Knowledge of plant characteristics
2. Indoor plants
3. Bedding plants
4. Trees of Washington
5. Native herbaceous and shrubs
6. Wetland plants
7. Ornamental trees and shrubs
8. Local weeds
9. _____
10. _____

F. Computer proficiency (may be rated by other teachers)

1. Word processing
2. Label making
3. Inventory
4. _____
5 _____

G. Community Service Projects

1. _____ Hrs. ___ Date ___
2. _____ Hrs. ___ Date ___
3. _____ Hrs. ___ Date ___
4. _____ Hrs. ___ Date ___
5. _____ Hrs. ___ Date ___
6. _____ Hrs. ___ Date ___
7. _____ Hrs. ___ Date ___

H. Awards

1. _____ Date ___
2. _____ Date ___
3. _____ Date ___
4. _____ Date ___
5. _____ Date ___
6. _____ Date ___

I. Specialty Areas

1. Basic electrical
2. Special plant propagation
3. Special project: _____
4 _____
5 _____
6 _____

J. Gardening

1. Vegetable garden
2. Container gardens
3. Indoor gardens
4. Greenhouse gardening
5. Safe use of pesticides
6. Insect and disease control
7. _____
8. _____

1 2 3

K. Plant Sales

1. Use of cash register
2. Sales to public
3. Product display
4. Produce knowledge
5. Selling techniques

L. Floristry

1. Material and equipment identification
2. Prepared florist bow(s): 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
3. Prepared boutonniere(s): 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
4. Prepared corsage(s): 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
5. Prepared a basic arrangement(s): 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8
6. _____
7. _____
8. _____

M. Leadership/FFA

1. Became a working member: Date _____
2. Officer Date _____
3. Member of judging team Date _____
4. In school SOE project Date _____
5. Home project Date _____
6. Worked on BOAC project Date _____
7. _____
8. _____
9. _____

N. Job Hunt

1. Prepared resume
2. Prepared work application
3. Employer interview
4. Found work:
5. Viewed careers videos
6. Applied for scholarship Date _____
7. Applied for post high school training Date _____
8. Applied for Tech-Prep credit at Seattle Community college Date _____

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1 2 3

O. Landscape Maintenance and Construction

1. Tools identification and use
2. Landscape materials identification and use
3. Pruning
4. Irrigation system design and maintenance
5. Planting
6. Safe use of pesticides
7. _____
8. _____
9. _____

1 2 3

P. Landscape Design

1. Design principles
2. Landscape plan
3. Estimating
4. Selection of plant material
5. _____
6. _____
7. _____

1 2 3

Q. Turf

1. Materials and equipment identificaton
2. Soils - problems and solutions
3. Disease and pests
4. Irrigation systems
5. Week control
6. Mowing, edging and trimming
7. Aeration
8. Planting
9. Renovation
10. Pesticide safety

Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Horticulture

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

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Major Competency Areas

1 2 3

- ☐☐☐ *A. Plant Care*
- ☐☐☐ *B. Plant Study*
- ☐☐☐ *C. Work Attitudes*
- ☐☐☐ *D. Demonstrated proficiency and safe use*
- ☐☐☐ *E. Plant Identification*
- ☐☐☐ *F. Computer proficiency*
- ☐☐☐ *G. Community Service Projects*
- ☐☐☐ *H. Awards*
- ☐☐☐ *I. Specialty Areas*
- ☐☐☐ *J. Gardening*
- ☐☐☐ *K. Plant Sales*
- ☐☐☐ *L. Floristy*
- ☐☐☐ *M. Leadership/FFA*
- ☐☐☐ *N. Job Hunt*
- ☐☐☐ *O. Landscape Maintenance and Construction*
- ☐☐☐ *P. Landscape Design*
- ☐☐☐ *Q. Turf*
- ☐☐☐ *R. Leadership Abilities*